



July 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2007 (Reports Revised October 2007)  
ID: 12931849  
District: Wells-Ogunquit CSD  
School: Wells Junior High School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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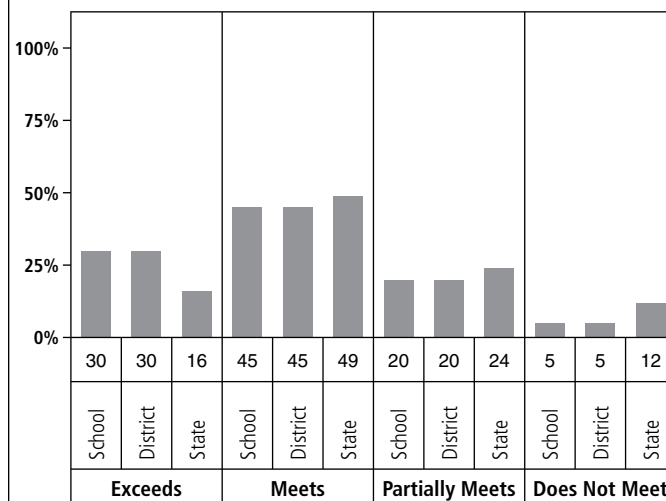
# SUMMARY OF SCORES

Date: March 2007  
Grade: 8  
District: Wells-Ogunquit CSD  
School: Wells Junior High School

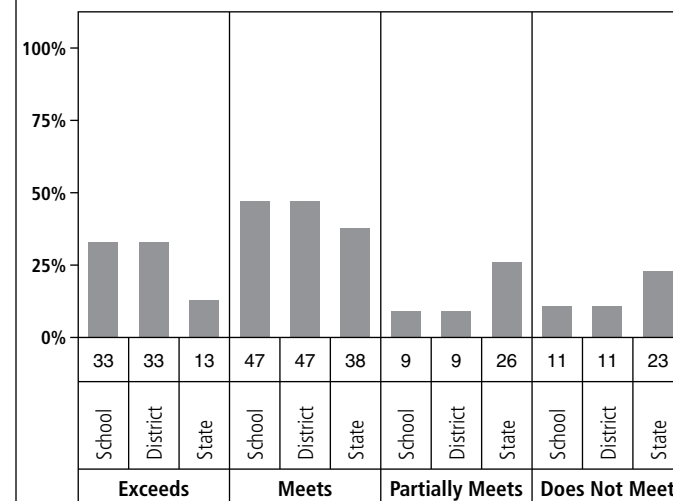
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
<b>ELA – Reading</b> 2005–2006 2006–2007 Cum. Avg. *	854 <b>853</b> 853	854 <b>853</b> 853	845 <b>847</b> 846
<b>Mathematics</b> 2005–2006 2006–2007 Cum. Avg. *	852 <b>853</b> 853	852 <b>853</b> 853	840 <b>842</b> 841
<b>Science &amp; Technology</b> 2005–2006 2006–2007 Cum. Avg. *	851 <b>853</b> 852	851 <b>853</b> 852	846 <b>847</b> 846
<b>ELA – Writing</b> 2005–2006 2006–2007 Cum. Avg. *	<b>837</b> 837	<b>837</b> 837	<b>836</b> 836

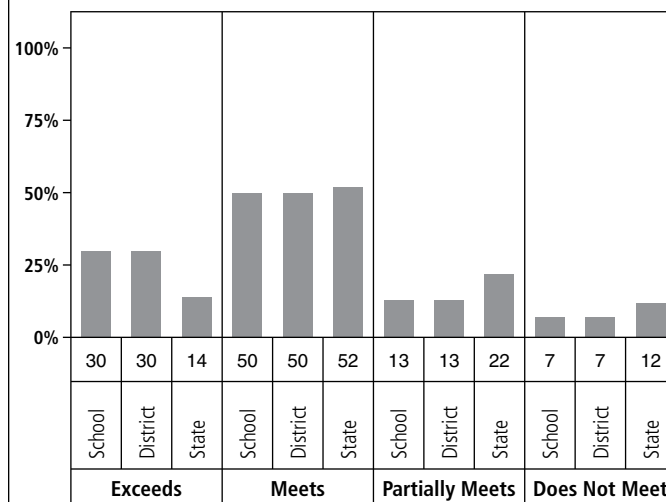
### ELA – READING



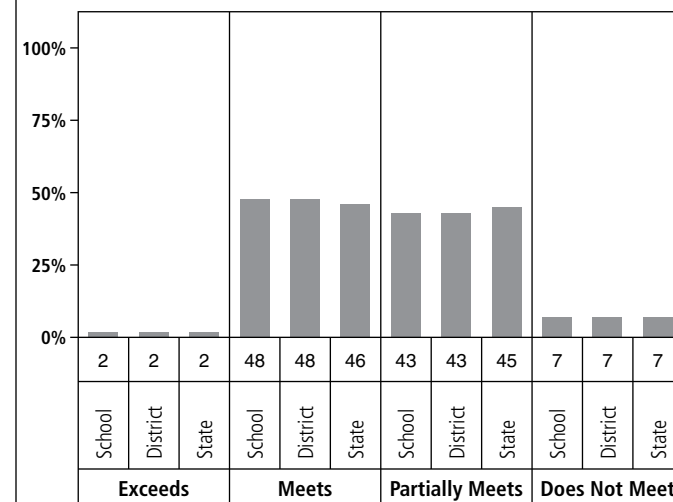
### MATHEMATICS



### SCIENCE AND TECHNOLOGY



### ELA – WRITING



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Date: March 2007  
Grade: 8  
District: Wells-Ogunquit CSD  
School: Wells Junior High School

CATEGORY OF PARTICIPATION		Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
								ELA–Reading						Mathematics						Science and Technology						ELA–Writing					
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		125	100	125	100	15800	100	124	100	124	100	15584	99	124	100	124	100	15578	99	124	100	124	100	15540	99	124	100	124	100	15463	98
Ethnicity	African American	2	2	2	2	339	2	2	100	2	100	330	98	2	100	2	100	331	99	2	100	2	100	326	97	2	100	2	100	318	95
	American Indian/Native Alaskan	0	0	0	0	108	1	0	0	0	0	104	98	0	0	0	0	104	98	0	0	0	0	102	96	0	0	0	0	103	97
	Asian/Pacific Islander	2	2	2	2	194	1	2	100	2	100	189	98	2	100	2	100	189	98	2	100	2	100	188	98	2	100	2	100	188	98
	Hispanic	3	2	3	2	160	1	2	100	2	100	152	96	2	100	2	100	152	96	2	100	2	100	149	94	2	100	2	100	148	94
	White	118	94	118	94	14997	95	118	100	118	100	14807	99	118	100	118	100	14800	99	118	100	118	100	14773	99	118	100	118	100	14704	98
	Not Reported	0	0	0	0	2	0	0	0	0	0	2	100	0	0	0	0	2	100	0	0	0	0	2	100	0	0	0	0	2	100
Identified disability		16	13	16	13	2649	17	15	100	15	100	2560	97	15	100	15	100	2557	97	15	100	15	100	2539	97	15	100	15	100	2504	95
Current LEP		3	2	3	2	280	2	3	100	3	100	274	99	3	100	3	100	275	99	3	100	3	100	267	96	3	100	3	100	263	95
Economically disadvantaged		22	18	22	18	5600	35	21	100	21	100	5479	98	21	100	21	100	5476	98	21	100	21	100	5452	98	21	100	21	100	5411	97
Migrant		0	0	0	0	8	0	0	0	0	0	7	88	0	0	0	0	7	88	0	0	0	0	7	88	0	0	0	0	7	88

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology						ELA-Writing					
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	105	84	105	84	13056	83	103	82	103	82	13057	83	105	84	105	84	13065	83	105	84	105	84	13033	82
Identified disability (PET/IEP)	0	0	0	0	474	4	0	0	0	0	477	4	0	0	0	0	488	4	0	0	0	0	492	4
LEP	2	2	2	2	148	1	2	2	2	2	150	1	2	2	2	2	146	1	2	2	2	2	148	1
504 plan	1	1	1	1	186	1	1	1	1	1	185	1	1	1	1	1	185	1	1	1	1	1	184	1
Participation with accommodations	17	14	17	14	2283	14	19	15	19	15	2281	14	17	14	17	14	2248	14	17	14	17	14	2198	14
Identified disability (PET/IEP)	13	76	13	76	1855	81	13	68	13	68	1848	81	13	76	13	76	1831	81	13	76	13	76	1790	81
LEP	1	6	1	6	112	5	1	5	1	5	117	5	1	6	1	6	113	5	1	6	1	6	107	5
504 plan	1	6	1	6	60	3	1	5	1	5	61	3	1	6	1	6	60	3	1	6	1	6	61	3
Other	3	18	3	18	284	12	5	26	5	26	284	12	3	18	3	18	272	12	3	18	3	18	268	12
Participation through alternate assessment (PAAP)	2	2	2	2	239	2	2	2	2	2	240	2	2	2	2	2	227	1	2	2	2	2	232	1
Identified disability (PET/IEP)	2	100	2	100	230	96	2	100	2	100	232	97	2	100	2	100	220	97	2	100	2	100	222	96
LEP	0	0	0	0	8	3	0	0	0	0	8	3	0	0	0	0	8	4	0	0	0	0	8	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	6	0																		
Approved non-participation – special consideration	1	1	1	1	41	0	1	1	1	1	45	0	1	1	1	1	45	0	1	1	1	1	45	0
Non-participation – other	0	0	0	0	175	1	0	0	0	0	177	1	0	0	0	0	215	1	0	0	0	0	292	2

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Date: March 2007  
Grade: 8  
District: Wells-Ogunquit CSD  
School: Wells Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	40	36	40	36	2695	17
	<b>2006-2007</b>	<b>36</b>	<b>30</b>	<b>36</b>	<b>30</b>	<b>2407</b>	<b>16</b>
	Cum. Avg.	38	32	38	32	2551	16
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	48	44	48	44	6830	42
	<b>2006-2007</b>	<b>55</b>	<b>45</b>	<b>55</b>	<b>45</b>	<b>7494</b>	<b>49</b>
	Cum. Avg.	52	44	52	44	7162	45
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	14	13	14	13	3741	23
	<b>2006-2007</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>3628</b>	<b>24</b>
	Cum. Avg.	20	17	20	17	3685	23
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	8	7	8	7	3003	18
	<b>2006-2007</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>1810</b>	<b>12</b>
	Cum. Avg.	7	6	7	6	2407	15

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	39.9	71.3	39.9	71.3	36.5	65.2
<b>Literary Text</b>	<b>28</b>	<b>50</b>	19.7	70.4	19.7	70.4	18.0	64.3
<b>Informational Text</b>	<b>28</b>	<b>50</b>	20.2	72.1	20.2	72.1	18.5	66.1

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA–READING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 8  
 District: Wells-Ogunquit CSD  
 School: Wells Junior High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	122	36	30	55	45	25	20	6	5	853	122	30	45	20	5	853	15339	16	49	24	12	847
<b>Ethnicity</b>																						
African American	2										2						313	6	42	27	26	840
American Indian/Native Alaskan	0										0						103	7	35	38	20	839
Asian/Pacific Islander	2										2						187	17	47	24	13	848
Hispanic	2										2						148	9	45	28	18	843
White	116	36	31	51	44	24	21	5	4	854	116	31	44	21	4	854	14586	16	49	23	11	847
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	13	0	0	3	23	8	62	2	15	835	13	0	23	62	15	835	2329	1	18	37	44	830
No	109	36	33	52	48	17	16	4	4	855	109	33	48	16	4	855	13010	18	54	21	6	850
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						5	0	0	40	60	820
Current LEP beyond first year	3										3						255	2	30	31	36	834
<b>Economically disadvantaged</b>																						
Yes	21	3	14	8	38	7	33	3	14	844	21	14	38	33	14	844	5325	7	41	31	21	841
No	101	33	33	47	47	18	18	3	3	855	101	33	47	18	3	855	10014	20	53	20	7	851
<b>Migrant</b>																						
Yes	0										0						7	0	14	57	29	836
No	122	36	30	55	45	25	20	6	5	853	122	30	45	20	5	853	15332	16	49	24	12	847
<b>Gender</b>																						
Female	62	26	42	23	37	11	18	2	3	857	62	42	37	18	3	857	7516	21	50	20	8	850
Male	60	10	17	32	53	14	23	4	7	850	60	17	53	23	7	850	7821	10	47	27	16	844
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	0										0						803	5	36	38	20	840
No	122	36	30	55	45	25	20	6	5	853	122	30	45	20	5	853	14536	16	50	23	11	848
<b>Gifted/talented program</b>																						
Yes	11	10	91	1	9	0	0	0	0	871	11	91	9	0	0	871	555	58	39	3	0	864
No	111	26	23	54	49	25	23	6	5	852	111	23	49	23	5	852	14784	14	49	24	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 8  
District: Wells-Ogunquit CSD  
School: Wells Junior High School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	1	50	0	0	1	50	838	2	0	50	0	50	838	8	6	35	30	29	838
B. less than one hour	57	18	26	35	51	12	17	4	6	853	57	26	51	17	6	853	48	13	50	25	12	847
C. one to two hours	38	15	33	19	41	11	24	1	2	854	38	33	41	24	2	854	39	20	51	21	7	850
D. more than two hours	4	3	60	0	0	2	40	0	0	857	4	60	0	40	0	857	5	23	45	19	14	849
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	48	21	36	26	45	8	14	3	5	856	48	36	45	14	5	856	34	22	52	19	8	851
B. They match some of what I have learned.	43	14	26	25	47	13	25	1	2	853	43	26	47	25	2	853	52	14	51	25	10	847
C. They match just a little of what I have learned.	8	1	10	4	40	3	30	2	20	844	8	10	40	30	20	844	11	8	38	32	22	841
D. There is no match.	1	0	0	0	0	1	100	0	0	834	1	0	0	100	0	834	3	5	31	29	36	835
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	25	20	65	10	32	1	3	0	0	865	25	65	32	3	0	865	29	32	52	11	5	855
B. good	53	16	25	35	54	11	17	3	5	853	53	25	54	17	5	853	49	12	54	24	10	847
C. fair	17	0	0	9	43	10	48	2	10	840	17	0	43	48	10	840	19	3	36	39	22	838
D. poor	4	0	0	1	20	3	60	1	20	840	4	0	20	60	20	840	3	2	25	35	37	833
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	14	1	6	9	53	6	35	1	6	846	14	6	53	35	6	846	14	10	40	27	23	841
B. about the same as my regular schoolwork	63	24	32	31	41	17	22	4	5	853	63	32	41	22	5	853	63	16	50	24	10	848
C. easier than my regular schoolwork	23	11	41	14	52	1	4	1	4	860	23	41	52	4	4	860	23	20	52	19	9	850
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	9	1	9	3	27	4	36	3	27	836	9	9	27	36	27	836	7	3	28	34	36	834
B. Most of the passages were about the same as what I normally read.	48	14	24	27	47	17	29	0	0	853	48	24	47	29	0	853	51	11	48	28	12	845
C. Most of the passages were easier than what I normally read.	43	21	40	24	46	4	8	3	6	858	43	40	46	8	6	858	41	24	55	15	6	852
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	41	19	38	20	40	8	16	3	6	855	41	38	40	16	6	855	41	16	48	24	11	847
B. I tried about the same as I do on my regular schoolwork.	52	16	25	31	49	15	24	1	2	853	52	25	49	24	2	853	52	17	51	22	10	848
C. I did not try as hard on this test as I do on my regular schoolwork.	7	1	13	3	38	2	25	2	25	844	7	13	38	25	25	844	6	7	39	30	24	840
How much time do you spend reading at home each day?																						
A. more than one hour	15	5	28	8	44	4	22	1	6	853	15	28	44	22	6	853	18	21	52	19	8	851
B. 20 minutes to an hour	41	21	42	24	48	4	8	1	2	859	41	42	48	8	2	859	41	20	51	20	9	850
C. less than 20 minutes	18	9	41	8	36	4	18	1	5	855	18	41	36	18	5	855	14	14	48	26	13	846
D. I rarely read at home.	26	1	3	15	47	13	41	3	9	843	26	3	47	41	9	843	27	6	45	31	18	842
How do you feel about the following statement? “My knowledge of reading will be useful to me as an adult.”																						
A. strongly agree	39	19	40	18	38	9	19	2	4	857	39	40	38	19	4	857	44	22	52	18	8	851
B. agree	50	17	28	31	51	11	18	2	3	852	50	28	51	18	3	852	48	12	48	27	13	845
C. disagree	6	0	0	3	43	3	43	1	14	840	6	0	43	43	14	840	5	4	42	31	23	840
D. strongly disagree	5	0	0	3	50	2	33	1	17	844	5	0	50	33	17	844	2	3	33	34	30	836
Optional school/district question																						
A.	33	0	0	1	100	0	0	0	0	850	33	0	100	0	0	850						
B.	33	1	100	0	0	0	0	0	0	866	33	100	0	0	0	866						
C.	33	0	0	1	100	0	0	0	0	848	33	0	100	0	0	848						
D.	0										0											

# MATHEMATICS RESULTS

Date: March 2007  
Grade: 8  
District: Wells-Ogunquit CSD  
School: Wells Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	27	25	27	25	1714	11
	<b>2006-2007</b>	<b>40</b>	<b>33</b>	<b>40</b>	<b>33</b>	<b>1952</b>	<b>13</b>
	Cum. Avg.	34	29	34	29	1833	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	46	42	46	42	5533	34
	<b>2006-2007</b>	<b>57</b>	<b>47</b>	<b>57</b>	<b>47</b>	<b>5870</b>	<b>38</b>
	Cum. Avg.	52	44	52	44	5702	36
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	30	27	30	27	4764	29
	<b>2006-2007</b>	<b>11</b>	<b>9</b>	<b>11</b>	<b>9</b>	<b>3982</b>	<b>26</b>
	Cum. Avg.	21	18	21	18	4373	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	7	6	7	6	4251	26
	<b>2006-2007</b>	<b>14</b>	<b>11</b>	<b>14</b>	<b>11</b>	<b>3534</b>	<b>23</b>
	Cum. Avg.	11	9	11	9	3893	25

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	10.3	64.4	10.3	64.4	8.8	55.0
Cluster 2: Shape and Size	14	25	8.9	63.6	8.9	63.6	7.3	52.1
Cluster 3: Mathematical Decision Making	8	14	6.0	75.0	6.0	75.0	4.2	52.5
Cluster 4: Patterns	18	32	12.9	71.7	12.9	71.7	10.1	56.1

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 8  
 District: Wells-Ogunquit CSD  
 School: Wells Junior High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	122	40	33	57	47	11	9	14	11	853	122	33	47	9	11	853	15338	13	38	26	23	842
<b>Ethnicity</b>																						
African American	2										2						317	4	25	27	43	832
American Indian/Native Alaskan	0										0						102	4	25	33	38	833
Asian/Pacific Islander	2										2						187	14	47	22	17	846
Hispanic	2										2						149	6	34	32	28	838
White	116	39	34	55	47	10	9	12	10	853	116	34	47	9	10	853	14581	13	39	26	23	842
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	13	0	0	2	15	2	15	9	69	824	13	0	15	15	69	824	2325	1	15	23	61	825
No	109	40	37	55	50	9	8	5	5	856	109	37	50	8	5	856	13013	15	42	26	16	845
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						11	0	27	18	55	825
Current LEP beyond first year	3										3						256	4	22	29	45	831
<b>Economically disadvantaged</b>																						
Yes	21	4	19	9	43	3	14	5	24	845	21	19	43	14	24	845	5322	5	29	29	36	834
No	101	36	36	48	48	8	8	9	9	854	101	36	48	8	9	854	10016	17	43	24	16	846
<b>Migrant</b>																						
Yes	0										0						7	14	0	29	57	832
No	122	40	33	57	47	11	9	14	11	853	122	33	47	9	11	853	15331	13	38	26	23	842
<b>Gender</b>																						
Female	62	19	31	31	50	4	6	8	13	852	62	31	50	6	13	852	7512	12	39	27	22	842
Male	60	21	35	26	43	7	12	6	10	853	60	35	43	12	10	853	7824	14	38	25	24	842
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	0										0						805	2	22	35	41	832
No	122	40	33	57	47	11	9	14	11	853	122	33	47	9	11	853	14533	13	39	25	22	842
<b>Gifted/talented program</b>																						
Yes	11	7	64	4	36	0	0	0	0	865	11	64	36	0	0	865	555	63	35	2	0	866
No	111	33	30	53	48	11	10	14	13	851	111	30	48	10	13	851	14783	11	38	27	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 8  
District: Wells-Ogunquit CSD  
School: Wells Junior High School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	2 57 38 4	1 24 13 2	50 35 28 40	1 30 25 1	50 43 54 20	0 6 5 0	0 9 11 0	0 9 3 2	0 13 7 40	857 853 854 838	2 57 38 4	50 35 28 40	50 43 54 20	0 9 11 0	0 13 7 40	857 853 854 838	8 48 39 5	7 11 15 18	27 39 40 36	23 27 26 23	44 23 19 23	832 841 844 843
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b> A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	43 41 13 2	23 15 2 0	43 30 13 0	21 26 9 1	40 52 56 33	4 4 2 1	8 8 13 33	5 5 3 1	9 10 19 33	856 852 847 827	43 41 13 2	43 30 13 0	40 52 56 33	8 8 13 33	9 10 19 33	856 852 847 827	34 48 14 3	22 9 6 5	43 40 27 14	20 29 30 22	15 22 37 59	848 841 835 827
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b> A. very good B. good C. fair D. poor	29 43 18 10	24 13 3 0	69 25 14 0	7 34 8 8	20 64 36 67	2 4 3 2	6 8 14 17	2 2 8 2	6 4 36 17	862 855 838 842	29 43 18 10	69 25 14 0	20 64 36 67	6 8 14 17	6 4 36 17	862 855 838 842	24 46 24 6	34 9 2 1	43 45 27 13	13 27 36 33	10 19 35 52	853 842 833 827
<b>How difficult was the mathematics part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	20 61 18	3 26 10	13 36 45	13 32 11	54 44 50	1 9 0	4 12 0	7 6 1	29 8 5	843 854 858	20 61 18	13 36 45	54 44 50	4 12 0	29 8 5	843 854 858	31 53 16	3 11 38	31 43 38	32 27 12	34 19 12	835 843 854
<b>How hard did you try on the mathematics part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	53 42 5	25 11 2	40 22 33	27 27 2	43 55 33	1 8 1	2 16 17	10 3 1	16 6 17	853 851 850	53 42 5	40 22 33	43 55 33	2 16 17	16 6 17	853 851 850	42 51 6	10 15 13	38 40 27	28 25 24	23 20 36	841 844 837
<b>How often do you use laptops in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never	7 10 43 41	3 3 19 15	38 25 37 30	3 8 23 23	38 67 44 46	1 1 5 4	13 8 10 8	1 0 5 8	13 0 10 16	855 855 853 851	7 10 43 41	38 25 37 30	38 67 44 46	13 8 10 8	13 0 10 16	855 855 853 851	6 13 39 41	10 9 13 14	33 36 40 38	25 28 27 24	32 27 19 23	838 839 843 842
<b>Which statement best describes the use of calculators in mathematics class?</b> A. Calculators are used daily. B. Calculators are used once or twice a week. C. Calculators are used once or twice a month. D. Calculators are rarely or never used.	27 53 14 6	10 21 8 1	30 33 47 14	16 31 6 4	48 48 35 57	2 8 0 1	6 13 0 14	5 4 0 1	15 3 18 14	851 854 856 846	27 53 14 6	30 33 47 14	48 48 35 57	6 13 0 14	15 6 18 14	851 854 856 846	38 37 13 13	15 12 11 9	41 38 36 33	24 27 27 27	19 23 26 31	844 842 840 838
<b>How do you feel about the following statement?</b> <i>“My knowledge of mathematics will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	52 39 7 3	20 18 2 0	32 38 25 0	29 21 4 3	46 45 50 75	6 3 1 1	10 6 13 25	8 5 1 0	13 11 13 0	853 853 853 847	52 39 7 3	32 38 25 0	46 45 50 75	10 6 13 25	13 11 13 0	853 853 853 847	56 37 5 2	16 9 6 3	42 36 28 17	24 29 26 29	18 26 40 51	845 840 834 828
<b>Optional school/district question</b> A. B. C. D.	33 33 33 0	0 0 0 0	0 0 0 0	1 1 0 0	100 100 0 0	0 0 1 0	0 0 100 0	0 0 0 0	0 0 0 0	854 852 840 0	33 33 33 0	0 0 0 0	100 100 0 100	0 0 100 0	0 0 0 0	854 852 840 0						

# SCIENCE AND TECHNOLOGY RESULTS

Date: March 2007  
Grade: 8  
District: Wells-Ogunquit CSD  
School: Wells Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Span Expectations in science and technology.							
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	21	19	21	19	1879	12
	<b>2006-2007</b>	<b>36</b>	<b>30</b>	<b>36</b>	<b>30</b>	<b>2192</b>	<b>14</b>
	Cum. Avg.	29	25	29	25	2036	13
<b>Meets the Standards</b> – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	66	60	66	60	8604	53
	<b>2006-2007</b>	<b>61</b>	<b>50</b>	<b>61</b>	<b>50</b>	<b>7916</b>	<b>52</b>
	Cum. Avg.	64	54	64	54	8260	52
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	15	14	15	14	3618	22
	<b>2006-2007</b>	<b>16</b>	<b>13</b>	<b>16</b>	<b>13</b>	<b>3340</b>	<b>22</b>
	Cum. Avg.	16	14	16	14	3479	22
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	8	7	8	7	2174	13
	<b>2006-2007</b>	<b>9</b>	<b>7</b>	<b>9</b>	<b>7</b>	<b>1865</b>	<b>12</b>
	Cum. Avg.	9	8	9	8	2020	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	9.5	67.9	9.5	67.9	8.8	62.9
Cluster 2: Physical Sciences	14	25	9.2	65.7	9.2	65.7	8.4	60.0
Cluster 3: Earth and Space Sciences	14	25	7.7	55.0	7.7	55.0	7.0	50.0
Cluster 4: Nature and Implications of Science	14	25	9.5	67.9	9.5	67.9	8.0	57.1

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 8  
 District: Wells-Ogunquit CSD  
 School: Wells Junior High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	122	36	30	61	50	16	13	9	7	853	122	30	50	13	7	853	15313	14	52	22	12	847
<b>Ethnicity</b>																						
African American	2										2						314	5	39	26	30	839
American Indian/Native Alaskan	0										0						101	4	40	36	21	841
Asian/Pacific Islander	2										2						186	14	52	19	15	847
Hispanic	2										2						146	8	49	23	21	843
White	116	36	31	58	50	15	13	7	6	854	116	31	50	13	6	854	14564	15	52	22	12	848
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	13	0	0	3	23	6	46	4	31	836	13	0	23	46	31	836	2319	2	28	31	38	835
No	109	36	33	58	53	10	9	5	5	855	109	33	53	9	5	855	12994	16	56	20	8	850
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						7	0	29	14	57	820
Current LEP beyond first year	3										3						252	3	31	27	39	835
<b>Economically disadvantaged</b>																						
Yes	21	6	29	6	29	4	19	5	24	848	21	29	29	19	24	848	5307	6	44	29	21	842
No	101	30	30	55	54	12	12	4	4	854	101	30	54	12	4	854	10006	19	56	18	7	850
<b>Migrant</b>																						
Yes	0										0						7	0	43	14	43	837
No	122	36	30	61	50	16	13	9	7	853	122	30	50	13	7	853	15306	14	52	22	12	847
<b>Gender</b>																						
Female	62	18	29	31	50	10	16	3	5	853	62	29	50	16	5	853	7502	13	51	24	11	847
Male	60	18	30	30	50	6	10	6	10	853	60	30	50	10	10	853	7809	15	52	20	13	848
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	0										0						800	5	38	35	22	841
No	122	36	30	61	50	16	13	9	7	853	122	30	50	13	7	853	14513	15	52	21	12	848
<b>Gifted/talented program</b>																						
Yes	11	7	64	4	36	0	0	0	0	866	11	64	36	0	0	866	553	61	37	1	0	865
No	111	29	26	57	51	16	14	9	8	852	111	26	51	14	8	852	14760	13	52	23	13	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 8  
District: Wells-Ogunquit CSD  
School: Wells Junior High School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	2 57 38 4	1 20 13 2	50 29 28 40	0 39 21 1	0 57 46 20	0 7 8 1	0 10 17 20	1 3 4 1	50 4 9 20	850 854 852 849	2 57 38 4	50 29 28 40	0 57 46 20	0 10 17 20	50 4 9 20	850 854 852 849	8 48 39 5	7 13 18 18	40 52 54 51	25 23 20 19	28 12 8 13	840 847 850 848
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b> A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	26 40 27 7	8 16 11 1	25 33 33 13	17 24 16 4	53 49 48 50	5 6 2 3	16 12 6 38	2 3 4 0	6 6 12 0	852 854 853 848	26 40 27 7	25 33 33 13	53 49 48 50	16 12 6 38	6 6 12 0	852 854 853 848	27 49 19 4	16 15 13 7	54 52 51 43	20 22 23 26	10 12 13 25	849 848 847 841
<b>Which of the following best describes how you rate yourself as a student in science?</b> A. very good B. good C. fair D. poor	22 49 26 2	10 22 4 0	37 37 13 0	14 28 18 1	52 47 56 33	1 7 8 0	4 12 25 0	2 3 2 2	7 5 6 67	857 855 848 833	22 49 26 2	37 37 13 0	52 47 56 33	4 12 25 0	7 5 6 67	857 855 848 833	21 54 21 3	28 14 5 2	53 55 46 36	13 21 31 32	7 10 18 31	853 848 842 837
<b>How difficult was the science part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	40 48 12	14 17 3	29 29 21	24 27 10	50 47 71	5 10 1	10 17 7	5 4 0	10 7 0	853 853 853	40 48 12	29 29 21	50 47 71	10 17 7	10 7 0	853 853 853	33 57 10	14 14 19	51 53 52	23 22 17	13 11 13	847 848 849
<b>How hard did you try on the science part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	43 55 3	17 18 0	33 28 0	25 33 1	49 51 33	5 9 2	10 14 67	4 5 0	8 8 0	854 853 842	43 55 3	33 28 0	49 51 33	10 14 67	8 8 0	854 853 842	41 53 5	14 15 8	53 52 41	21 22 26	11 11 25	848 848 841
<b>Which statement describes how often and how long your science class meets?</b> A. We meet every day for 45 minutes to an hour. B. We meet on alternate days for 80 to 90 minutes. C. We meet every day for 45 minutes, plus a longer lab period each week. D. We have a flexible schedule depending on the activities.	88 5 3 3	33 1 0 1	31 17 0 25	50 3 4 3	47 50 100 75	15 1 0 0	14 17 0 0	8 1 0 0	8 17 0 0	853 850 854 855	88 5 3 3	31 17 0 25	47 50 100 75	14 17 0 0	8 17 0 0	853 850 854 855	68 16 6 10	16 13 13 9	54 49 46 46	21 23 25 25	10 14 16 20	849 846 845 843
<b>Which courses do you plan to take before you graduate from high school?</b> A. earth and space science and/or biology B. the course(s) described in A, plus chemistry C. the course(s) described in B, plus physics D. a life science and physical science class	20 25 21 34	4 6 15 9	17 21 63 23	13 16 8 21	57 55 33 54	4 6 0 5	17 21 0 13	2 1 1 4	9 3 4 10	851 850 863 851	20 25 21 34	17 21 63 23	57 55 33 54	17 21 0 13	9 3 4 10	851 850 863 851	26 23 22 28	8 16 30 7	54 54 48 51	24 19 14 28	13 12 8 13	845 848 853 845
<b>How do you feel about the following statement?</b> <i>“My knowledge of science and technology will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	23 57 14 6	13 19 4 0	46 28 24 0	11 36 9 3	39 53 53 43	2 10 3 1	7 15 18 14	2 3 1 3	7 4 6 43	857 854 851 838	23 57 14 6	46 28 24 0	39 53 53 43	7 15 18 14	7 4 6 43	857 854 851 838	29 54 13 3	19 14 7 4	53 52 49 46	17 22 28 27	10 11 16 24	850 848 844 841
<b>Optional school/district question</b> A. B. C. D.	33 33 33 0	0 1 0 0	0 100 0 0	1 0 1 1	100 0 100 100	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	852 862 846 0	33 33 33 0	0 100 0 100	100 0 100 0	0 0 0 0	0 0 0 0	852 862 846 0						

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
N = Number

# ELA–WRITING RESULTS

Date: March 2007  
Grade: 8  
District: Wells-Ogunquit CSD  
School: Wells Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 861–880)	2005-2006 <b>2006-2007</b> Cum. Avg.	3 3	2 2	3 3	2 2	285 285	2 2
<b>Meets the Standards</b> – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 841–860)	2005-2006 <b>2006-2007</b> Cum. Avg.	59 59	48 48	59 59	48 48	6948 6948	46 46
<b>Partially Meets the Standards</b> – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 817–840)	2005-2006 <b>2006-2007</b> Cum. Avg.	52 52	43 43	52 52	43 43	6873 6873	45 45
<b>Does Not Meet the Standards</b> – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 800–816)	2005-2006 <b>2006-2007</b> Cum. Avg.	8 8	7 7	8 8	7 7	1125 1125	7 7

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	10.8	54.0	10.8	54.0	10.4	52.0
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.5	45.8	5.5	45.8	5.3	44.2
Standard English Conventions (Standard F)	8	40	5.3	66.3	5.3	66.3	5.2	65.0

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write narrative (grade 5) or persuasive/argumentative (grade 8) writing responses. Content standards F and G are defined in Maine’s *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-WRITING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 8  
 District: Wells-Ogunquit CSD  
 School: Wells Junior High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	122	3	2	59	48	52	43	8	7	837	122	2	48	43	7	837	15231	2	46	45	7	836
<b>Ethnicity</b>																						
African American	2										2						305	1	37	50	12	832
American Indian/Native Alaskan	0										0						102	1	25	58	17	829
Asian/Pacific Islander	2										2						186	2	49	39	10	837
Hispanic	2										2						145	0	37	57	6	834
White	116	3	3	58	50	47	41	8	7	837	116	3	50	41	7	837	14491	2	46	45	7	836
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	13	0	0	0	0	8	62	5	38	820	13	0	0	62	38	820	2282	0	12	58	30	823
No	109	3	3	59	54	44	40	3	3	839	109	3	54	40	3	839	12949	2	52	43	3	838
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						5	0	20	40	40	821
Current LEP beyond first year	3										3						250	0	30	55	15	830
<b>Economically disadvantaged</b>																						
Yes	21	0	0	3	14	13	62	5	24	826	21	0	14	62	24	826	5264	1	33	54	12	832
No	101	3	3	56	55	39	39	3	3	840	101	3	55	39	3	840	9967	3	52	40	5	838
<b>Migrant</b>																						
Yes	0										0						7	0	43	29	29	829
No	122	3	2	59	48	52	43	8	7	837	122	2	48	43	7	837	15224	2	46	45	7	836
<b>Gender</b>																						
Female	62	3	5	38	61	20	32	1	2	843	62	5	61	32	2	843	7476	3	58	37	3	840
Male	60	0	0	21	35	32	53	7	12	832	60	0	35	53	12	832	7753	1	34	53	12	832
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	0										0						796	0	32	58	10	831
No	122	3	2	59	48	52	43	8	7	837	122	2	48	43	7	837	14435	2	46	44	7	836
<b>Gifted/talented program</b>																						
Yes	11	0	0	11	100	0	0	0	0	848	11	0	100	0	0	848	553	10	74	16	0	847
No	111	3	3	48	43	52	47	8	7	836	111	3	43	47	7	836	14678	2	45	46	8	835

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number